DOCUMENT RESUME

ED 395 739 RC 020 600

TITLE	Empowering the Sacred: Warriors for the 21st Century. A Guide for Student Leadership Development and Involvement.
INSTITUTION	Association of Community Tribal Schools, Sisseton, SD.
PUB DATE	Mar 95
NOTE	37p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*American Indian Education; American Indians; *Citizenship Education; Cultural Education; *High School Students; Holistic Approach; Individual Development; Leadership Qualities; *Leadership Training; Participative Decision Making; School Role; Secondary Education; *Student Attitudes; Student Government; *Student Leadership; Values
IDENTIFIERS	Association of Community Tribal Schools; *Student Empowerment

ABSTRACT

This manual provides schools with guidelines for developing leadership training that empowers American Indian students to become contributing citizens of their school and community. In November 1994, the Association of Community Tribal Schools sponsored a seminar that sought input from American Indian students regarding leadership training. This manual presents information generated from the seminar and from other sources on the following topics: (1) creating a holistic approach to personal development; (2) student needs for acquiring knowledge related to occupations and careers, tribal government, and culture and language; (3) the importance of developing technical skills, employment skills, and competencies for successful leadership; (3) imparting values such as respect for others, wisdom, fortitude, and respect for the earth; (4) developing visions and goals; (5) definitions of leadership, suggestions for teaching leadership, and characteristics of effective leaders; (6) how schools and teachers can help students prepare for life; (7) strategies for building community; and (8) ways schools can prepare students to become contributing citizens by encouraging student involvement through student councils. This section also addresses the historical, cultural, and political aspects of American Indian citizenship. Includes resources for teaching leadership skills and a list of seminar participants. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 395 739

EMPOWERING THE SACRED

Warriors for the 21st Century

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Roger Bordeaux

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

A Guide for Student Leadership Development and Involvement

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

RC 020600

BEST COPY AVAILABLE

"We choose service over self-interest most powerfully when we build the capacity of the next generation to govern themselves."
***Stewardship*, Peter Block**

EMPOWERING THE SACRED

A Guide For Student Leadership Development and Involvement

Prepared by the

Association of Community Tribal Schools

*

Board of Directors

Judy Ami
Mark Sorensen
Tom Miller
Ernest Dick
Don Wiesen
Leona Jim
Gilbert Robertson

Executive Director

Dr. Roger Bordeaux
605-698-3953/3112

March 1995

Edited by Tom Allen
Design/Layout by Michele Allen
Printed by Clark Printing

With Gratitude to the French American Trust and the Participants of the ACTS Empowerment Seminar

Table of Contents

I. Introduction

II. Personal Development : Holistic

III. Personal Development : Knowledge

IV. Personal Development : Skills

V. Personal Development : Values/Culture

VI. Personal Development : Visions and Goals

VII. Leadership

VIII. School As Family

IX. School As Community

X. School As Preparer of Contributing Citizens

XI. Resources

XII. Reality Checks

I. INTRODUCTION

The purposes of Empowering the Sacred are to assist schools to empower students through:

- ➤ fostering holistic personal development of students including knowledge, skills, values and visions
- ➤ having students learn and practice leadership
- ➤ restructuring schools as communities and families
- ➤ preparing contributing citizens of tribal and other governments

The Association of Community Tribal Schools had as one of its five year goals to provide leadership training for students at its member schools. With financial assistance from the French-American Trust ACTS put on the EMPOWERING THE SACRED: YOUTH LEADERSHIP SEMINAR on November 4-5, 1994 in Denver, CO. The objective was to get input from students to develop a leadership training model and Student Empowerment Guide to help students share in the decision making at their schools and learn to be contributing citizens of their tribes, communities and nation.

Nine students from seven ACTS schools participated (names and qualifications are in attachment 1). Two chaperones participated the whole time (Joe Whiting and Summer Benally). We would also like to thank the other three chaperones who came with the students. Facilitators were Dr. Roger Bordeaux, Carmen Cornelius Taylor and Tom Allen.

Students interviewed and introduced each other, took a pretest on leadership, and discussed leadership models. Small groups identified knowledge/skills/values/vision needed by leaders. The group then reviewed student government models and small groups identified ways to improve student involvement. Personal leadership characteristics were discussed and small groups identified characteristics they think are important for leaders. The group then prioritized 21st Century Trends in small groups.

The second day students developed a suggested Table of Contents for this guide . They also did haiku visions of walking into school in September, 1996 and completed a post-test.

The participants were selected as leaders from their schools and were an exciting group of young people to work with. They felt they had received good preparation at their schools but realized there was more they needed and also felt the need to involve all students. They rated their schools on how well they taught relevant items from 7 (excellently) to 1 (poorly). Ratings were: reading 5.33, writing 6.22, arithmetic 5.88, knowing how to learn 5.88, listening 5.33, oral communication 5.77, group effectiveness 5.44, creative thinking 6, personal management 5.77, leadership 5.22.

"There is a disconnection so pervasive between adult America and the children of America that we are all losing touch with one another." Bill Clinton

■■■■■■■■■■■■■■■■■

"Power is never given up, power is taken." Larry Lezotte

■■■■■■■■■■■■■■■■■

" Besides learning biology, algebra and literature, you must learn the story of your own people. Ask your parents and grandparents. Do not be a passive learner who waits for others to give you information. Seek it out. Then take this knowledge of who you are. Use it as a grounding and as a point of reference so that no matter where you are in the world, whether a soldier, a businessman, a senator or a president, you know where your center is." Senator Ben Nighthorse Campbell

■■■■■■■■■■■■■■■■■

"Our schools need to be living laboratories of democracy." Larry Lezotte

■■■■■■■■■■■■■■■■■

" One reason for the nation's 29% dropout rate is that young people don't see a connection between what they're supposed to learn and what they'll need to succeed in a career."
Fortune 8/10/92

■■■■■■■■■■■■■■■■■

"Each person has a mental picture of his or her ideal self. Moving towards that mental picture is what makes people feel good about themselves. The need to feel good about ourselves is the basis of human motivation."
Harry Levinson, The Levinson Institute

■■■■■■■■■■■■■■■■■

"The average MBA only retains about 10% of what they learn in school. It's not the knowledge that's important--it's the way it teaches you to think."
Marc Cosentino, Harvard University

■■■■■■■■■■■■■■■■■

" The greatest change will be in knowledge--in its form and content, its meaning, its responsibility and what it means to be an educated person."
Peter Drucker Post-Capitalist Society

■■■■■■■■■■■■■■■■■

"... for the truth is that our schools teach little more than how to obey orders.... This is a great mystery to me because millions of caring people work in schools as teachers, aides and administrators but the abstract logic of the institution overwhelms them."
John Taylor Gatto

■■■■■■■■■■■■■■■■■

To empower youth and deal with the above issues we held the ACTS Empowerment seminar to find out what youth leaders from our schools had to tell us. They told us that development must be holistic and that knowledge, skills, values and visions outcomes are important. They told us that everyone needs to be a leader and the only ways to learn leadership are by seeing models and by practicing. They told us that schools should be more like families and communities. They told us that schools need to prepare students to be contributing citizens of the tribe and other governments. They told us that students should be involved in running and making their own schools better through effective student government and other ways.

We have addressed each of the above topics giving the input from the ACTS Empowerment Seminar first and then input from other sources. We included resources from other organizations. We also included some reality checks on the world our students live in and will live in.

We hope this book will cause school boards, administrators, teachers, parents, tribal leaders and students themselves to realize that there needs to be a connection between real life and our schools and that the only way of truly acknowledging the sacredness of our children is to empower them to lead successful and happy lives as contributing members of families, communities, tribes, nations and the world.

BEST COPY AVAILABLE

II. PERSONAL DEVELOPMENT: HOLISTIC

Multiple Intelligences Howard Gardner

➤ musical	play, understand and compose music
➤ bodily	kinaesthetic sports/tools/convey emotions
➤ logical	mathematical and scientific thinking/problem solving
➤ linguistic	express ideas/communicate
➤ spatial	navigation/use of maps/visual arts
➤ interpersonal	sensitive to others' moods and motivations
➤ intrapersonal	thoroughly understanding self

The 4 Disciplines from *The Road Less Traveled* by M. Scott Peck

- ➤ delay gratification and deal with suffering
- ➤ accept responsibility and be aware of your behavior
- ➤ dedicate yourself to reality and replace outdated opinions with truth
- ➤ find balance and reconcile conflicts

From the mission of the Office of Indian Education Programs:

"... shall manifest consideration of the **whole person, taking into account the spiritual, mental and physical aspects of the person** within the family and tribal or Alaska Native village contexts."

III. PERSONAL DEVELOPMENT: KNOWLEDGE

*** ACTS Empowerment Seminar KNOWLEDGE needs identified by students**

Occupations/careers

- career days
- job application letters and resumes
- college visits

Tribal government

- courses in tribal laws and government
- speakers and visits
- tribal council candidates' forum
- student government
- learn of traditional government

Culture and language

- traveling dance troop
- pow wows once a month
- ceremony every Monday morning
- offer language classes to families
- utilize elders to teach

Knowledge of field

- vocabulary
- technology
- healthy lifestyles
- leisure and relaxation
- family relationships
- finances

KNOWLEDGE: other sources

THE COMMONALITIES Ernest Boyer/ Carnegie Foundation

"There are universal experiences that are shared by all people and all cultures on the planet that make us truly human. There are, in fact, eight human commonalities that bind us to each other."
Ernest Boyer

The Life Cycle

Students will understand the processes of life, from birth through growth and life to death, and recognize the healthful practices to sustain and enrich life.

The Use of Symbols

Students will understand that human beings are connected to one another through symbols that are used to express thoughts, beliefs, ideas and feelings.

Response to the Aesthetic

Students will understand that human beings use the arts to express their feelings and ideas, and that participation in the arts can be a source of great satisfaction and reward.

Membership in Groups and Institutions

Students will understand that all people have a need for affiliation and that this need is satisfied through involvement in groups such as the family and community.

Producing, Consuming and Conserving

Students will understand that production and consumption are central activities in human life.

Connectedness to Nature

Students will understand the natural world sustains life, and all people are therefore connected to it.

Sense of Time and Place

Students will understand their own and society's place in the history of the world.

The Search for Meaning

Students will understand that all people seek to grasp the meaning of life through religion, myths and legends and other belief systems.

IV. PERSONAL DEVELOPMENT: SKILLS

Skills: Other Sources

TECHNICAL SKILLS FOR THE 21ST CENTURY
WILLARD DAGGETT

TECHNICAL WRITING AND READING

KEYBOARDING

PROBLEM SOLVING AND DECISION MAKING

RESOURCE MANAGEMENT

WORK ECONOMICS

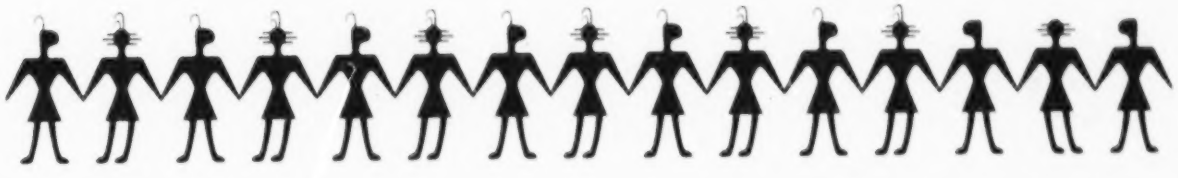
HUMAN RELATIONS

APPLIED MATH: STATISTICS, MEASUREMENT SYSTEMS, PROBABILITIES

CAREER PLANNING

LOGIC

APPLIED PHYSICS



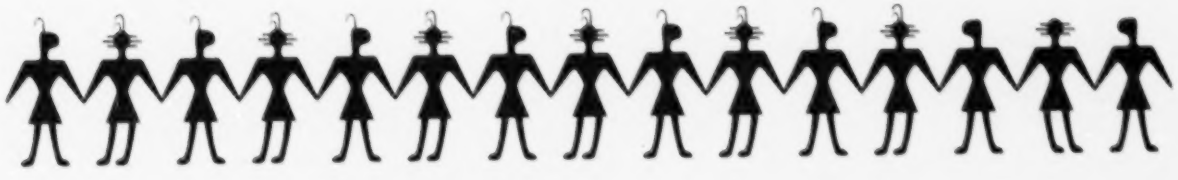
Skills : Other Sources

FIVE MOST IMPORTANT SKILLS FOR EMPLOYMENT
(1991 SURVEY OF MICHIGAN AND ROCHESTER, NY EMPLOYERS)

MICHIGAN	ROCHESTER
NO SUBSTANCE ABUSE	NO SUBSTANCE ABUSE
RESPECT OTHERS	RESPECT OTHERS
FOLLOW DIRECTIONS	FOLLOW DIRECTIONS
HONESTY/INTEGRITY	READ INSTRUCTIONS
PUNCTUALITY/ATTENDANCE	FOLLOW SAFETY RULES

RAPID CITY, SD EMPLOYER SURVEY 1993
(WHAT NEEDED IMPROVEMENT AMONG EMPLOYEES)

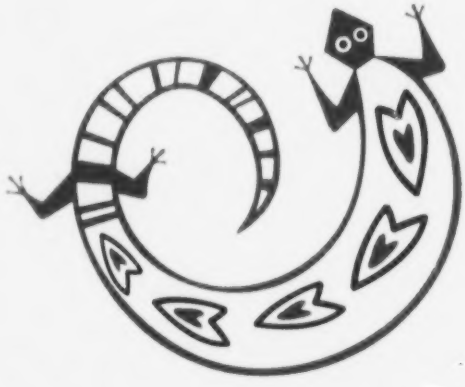
COMMUNICATION SKILLS	88%
WORK ETHIC	78%
PROBLEM SOLVING	73%
MATH	70%
MOTOR SKILLS	19%
ART APPRECIATION	14%



Skills : Other Sources

Summit Leadership Training and Development Laboratory
American Society for Training and Development
Great American Success Story - Gallup and Gallup

- reading including technical reading
- writing including technical writing
- arithmetic applied math: statistics/measurement systems/probabilities
- knowing how to learn
- listening
- oral communication
- group effectiveness/human relations/facilitation/meetings/teambuilding
- creative thinking/problem solving/decision making
- personal management
- organizational effectiveness / leadership
- common sense
- self-reliance- courage, willpower, self confidence
- planning - goalsetting, visioning, action planning
- luck (exploit opportunity)
- get things done (hard working/diligent)
- keyboarding
- resource management
- logic
- applied physics
- supervision
- culture analysis



V. PERSONAL DEVELOPMENT: VALUES

From ACTS Empowerment Seminar

RESPECT

DEFINITION

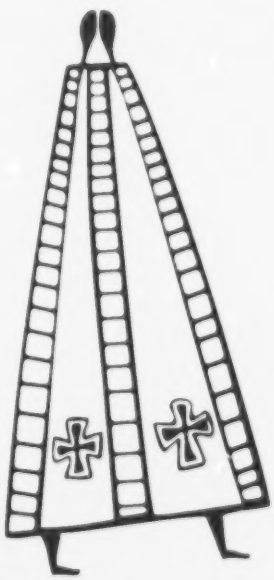
Respect is important in my culture and means to respect not only elders but everyone.
Respect is showing kindness to peers, elders and young ones.
Respect is how you treat somebody. I show it by listening and using manners.

WHAT IT MEANS IN ACTION

look up to someone
treat others like you want to be treated
listening to my peers on decisions
teaching and learning in a good way
being polite
don't bother things that don't belong to me
living in harmony with yourself, mother nature, people and animals
listening, talking, caring and loving all forms of life
practicing the circle of life
knowing your place in society
having patience with elders
show people consideration/do to others as I would like them to do to me
respect elders, ourselves and others
have faith in others and yourself

HOW TO TEACH IT

respecting us, telling us, showing us
bringing elders in to classes
having strict consequences
adults need to listen
make respect a policy
teach respect in culture class
if disrespectful, discipline
teachers need to model respect
respect everyone equally
staff needs to understand respect
do community service



BEST COPY AVAILABLE

VALUES: Other Sources

MANAGER AS WARRIOR TOM ALLEN

Published by Sinte Gleska University

"The translation of customs and values must be deliberate and specific. We must advocate strict establishment of some practices which we find are beneficial and have the discipline to carry them out in our own lives and community actions."

Vine Deloria, Jr., Dakota philosopher and author

■■■■■■■■■■■■■■■■

Wisdom

"Wisdom includes the positive characteristics of a child: enthusiasm for people, imagination, unlimited capacity to learn new behavior." Warren Bennis

■■■■■■■■■■■■■■■■

Respect For Others

" No dogma is sacred but reverence for others and their freedom from poverty, ignorance, hate and discrimination." Saul Alinsky

■■■■■■■■■■■■■■■■

Generosity

" To accomplish this a person had to be humble and this is why giveaways were so important to the culture. Being generous defeats the ego." Dave Archambault, President, Standing Rock College

■■■■■■■■■■■■■■■■

Indian Time/Timeliness

" Get up with the dawn and race with the sun." Navajo saying

■■■■■■■■■■■■■■■■

Bravery

"Bravery is the strength of character which equips us to meet danger and trouble, to live our va'ues, and to tell the truth in the face of ignorance." Pat Locke, Lakota educator and MacArthur fellow

■■■■■■■■■■■■■■■■

Fortitude

" True success is the ability to perform day in and day out, year after year under all kinds of conditions. Consistency requires concentration, determination, and repetition." Musashi

■■■■■■■■■■■■■■■■

Respect For The Earth

" Indians revere Mother Earth as the provider of life and as a symbolic representation of deeply held religious beliefs." Dr. Elgin Bad Wound, Oglala Lakota

■■■■■■■■■■■■■■■■

" A value isn't worth a damn unless it is put into action." Bob Spelts

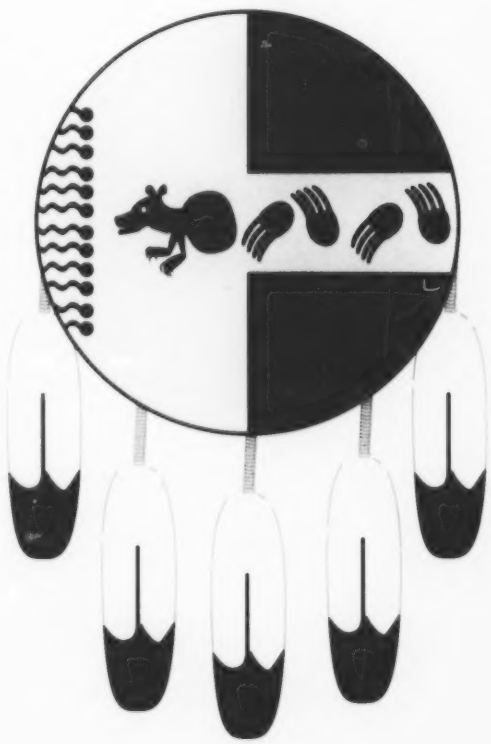
■■■■■■■■■■■■■■■■

VALUES: Other Sources

SAMPLE LEARNER OUTCOMES

NATIONAL COUNCIL FOR THE SOCIAL STUDIES BULLETIN NO. 86

- CIVILITY
- INDIVIDUAL RESPONSIBILITY
- SELF-DISCIPLINE
- CIVIC-MINDEDNESS
- OPEN-MINDEDNESS
- COMPROMISE
- TOLERATION OF DIVERSITY
- PATIENCE AND PERSISTENCE
- COMPASSION
- GENEROSITY
- LOYALTY TO THE NATION AND ITS PRINCIPLES



VI. PERSONAL DEVELOPMENT: VISIONS/GOALS

ACTS EMPOWERMENT SEMINAR

Haiku Visions of walking into school in September, 1996:

School bathrooms are clean
Students working together.
Teachers being teachers.
Theresa M.

Youth anxiously walk
Senate prestigiously walks
With goals in mind.
Melissa J.

While the sun is rising
We share what is sacred.
By respecting all things
Joe W.

Empowerment begins
A picture of togetherness
Learning from our elders

Spiritual harmony
Giving and receiving respect
Among students and staff.
Marie E.

I have just one dream
People are to see themselves
They are born again.
Jesse F.

The hallway is clear
The school has more pride this year
I have no more fear.
Michelle V.

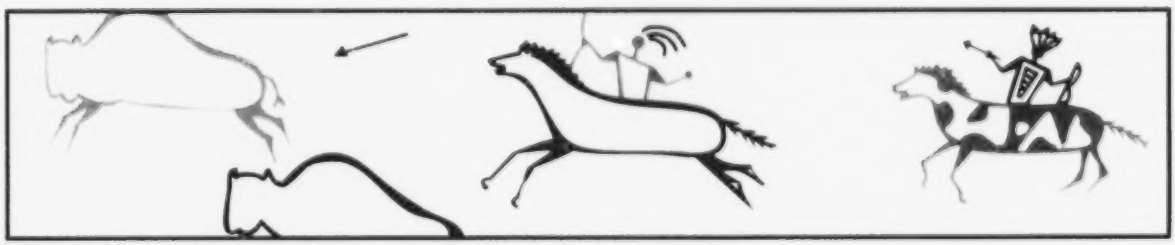
Very organized
Smiling, talking, relating
Combined, included.
Faye C.

VISIONS/ GOALS: Other Sources

UNITY NATIVE AMERICAN YOUTH AGENDA - JOURNEY TO THE YEAR 2000

- REAFFIRM OUR SPIRITUALITY
- LIVE IN UNITY WITH OURSELVES AND THE WORLD
- RESPECT AND TAKE RESPONSIBILITY FOR THE ENVIRONMENT
- UNDERSTAND AND RESPECT OUR NATIVE HERITAGE
- KNOW THE IMPORTANCE OF SOVEREIGNTY
- STRENGTHEN AND SUPPORT THE FAMILY
- RECOGNIZE THE WORTH OF EACH INDIVIDUAL WITHIN THE COMMUNITY
- ACHIEVE A QUALITY EDUCATION
- PROMOTE PHYSICAL AND MENTAL HEALTH
- BUILD SOUND ECONOMIES TO SUPPORT INDIVIDUALS, TRIBES AND COMMUNITIES
- PROMOTE LIFESTYLES OF SOBRIETY
- PROMOTE COMMUNITY SERVICE AS A NECESSARY PART OF LIFE

"We will arrive with strong, self-reliant American Indian and Alaska Native communities in which our youth can flourish."



VII. LEADERSHIP

Leadership defined at ACTS Empowerment Seminar:

"Leadership is not only being the chief but you have to sit back and listen and be a warrior to fight the war we call life."

▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪

" Leadership is to accept new ideas and to work well with others."

▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪

" The ability to accept new concepts and add to your own."

▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪

" Leadership is knowing yourself first and gaining and understanding knowledge. Then you can work with your family and community."

▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪

"Leadership is an important role and you have to have values, knowledge and involvement."

▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪

" Leadership is a knowledge and understanding of others and taking responsibility."

▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪

Ways schools can teach leadership:

- having a student council
- involving students in decision-making e.g. discipline committee
- integrating Native culture
- modeling positive leadership by faculty
- leadership camp
- teachers reinforce
- giving students a place on the school board

Characteristics of leaders identified by ACTS Youth Empowerment Seminar

- able to accept new ideas
- listen to others
- stand up for ideas
- committed
- sociable
- generous
- oral communication
- have a variety of ideas
- talent
- knowledge
- determination
- sense of responsibility
- respect
- sense of humor
- experience
- organized

Leadership: Other Sources

Keys to Being an Effective Leader — Junior Achievement

Leadership is the ability to help a group achieve its objectives. Few natural leaders exist; most people have to learn how to be effective leaders. An effective leader is a person who can motivate people to work together toward a common goal.

✦ **show respect**	demonstrate that everyone is important, listen
✦ **communicate**	be sure everyone has the information they need
✦ **establish objectives**	specific, measurable, achievable, realistic and timed
✦ **delegate responsibility**	share responsibility/make sure everyone accepts his/her role
✦ **expect progress**	monitor progress/ work toward self-evaluation
✦ **seek advice**	consult with everyone
✦ **give credit**	and take the blame
✦ **be enthusiastic**	have a positive attitude

Leadership: Other Sources

THE LEADERSHIP CHALLENGE: WHAT FOLLOWERS EXPECT OF LEADERS

Kouzes/Posner

✚ honesty	constructive criticism
✚ integrity	practice what they preach
✚ competence	capable and effective
✚ forward looking	essence of direction/clarity of purpose
✚ enthusiasm	engage everyone in following the vision
✚ credibility	result of the above

Most Admired Leadership Traits /Posner and Schmidt

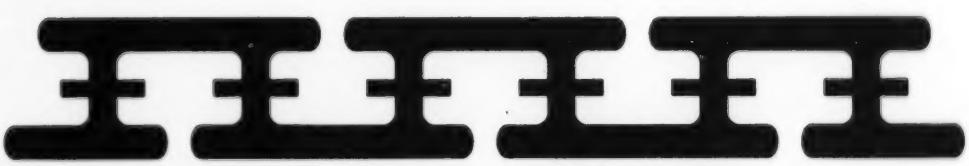
- ✚ honesty
- ✚ competence
- ✚ forward looking
- ✚ inspiring
- ✚ intelligent
- ✚ fair-minded
- ✚ broad-minded
- ✚ straight -forward
- ✚ imaginative
- ✚ dependable
- ✚ supportive
- ✚ courageous

Leadership: Other Sources

WHAT MAKES A GOOD LEADER

National UNITY Council Executive Committee

- a mission to act
- big thinker
- ability to make change
- sensitive
- risk taker
- effective communicator
- team builder
- committed to beliefs



III. SCHOOL AS FAMILY

"In a real sense all life is interrelated. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly. I can never be what I ought to be until you are what you ought to be , and you can never be what you ought to be until I am what I ought to be." Martin Luther King Jr.

▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪

ACTS empowerment seminar
How schools can help students:

- make all teachers available for help
- require more reading in every class
- have a reading class
- let students know their opinions count
- have teachers do more one on one
- train teachers/ facilitators in problem solving
- give student councils training
- emphasize communication skills

"We might be able to see that if we regained a hold on a philosophy that locates meaning where meaning is genuinely to be found -- in families, in friends, the passage of seasons, in nature, in simple ceremonies and rituals, in curiosity, generosity, compassion, and service to others, in a decent independence and privacy, in all the free and inexpensive things out of which real families, real friends and real communities are built. Then we would be truly self-sufficient." John Taylor Gatto

▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪

School as Family: Other Sources

3 keys to help students prepare for life

❶ cover all areas of a child's experience- citizen, worker, student, etc.

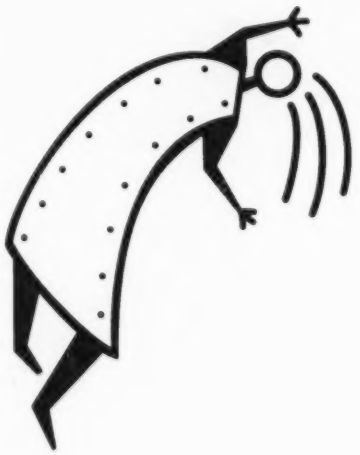
❷ develop a consistent pathway from K-12

❸ have an ideal school - Gardner/Sizer/Comer

- good principal and other leadership
- staff with longevity and good working relationships
- parents who are interested, supportive and involved
- school board and administration that encourage innovation
- plan through discussion before experimentation
- have students understand, learn and apply in new ways

talking to teens

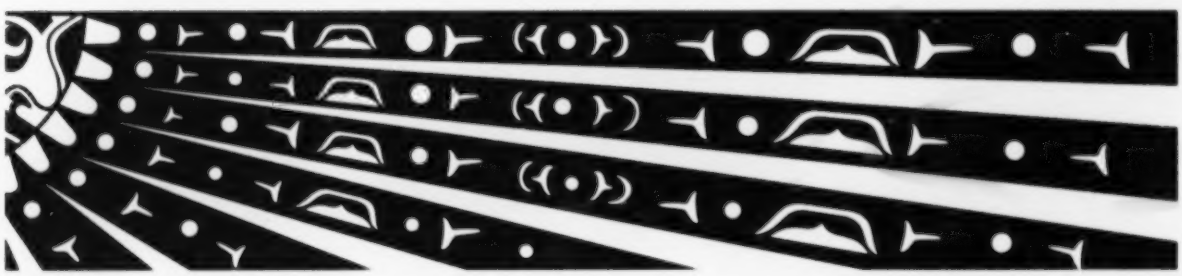
✖	talk about values	what if? give a chance to respond
✖	focus on the important	don't make a fuss over issues that are reversible or don't threaten safety
✖	be willing to be unpopular	
✖	avoid arguing	
✖	be respectful - don't call names	
✖	help them learn from experience	



VII. SCHOOL AS COMMUNITY

School as community: Other sources:

Building Community	based on John Gardner
✖ Incorporate diversity	allow for groups within the community
✖ Develop a base of shared values	put them into action
✖ Engender trust	be consistent
✖ Share information	free flow of information/do relevant research
✖ Include everyone	everyone should feel accepted
✖ Affirm and celebrate	teach the history/continue customs
✖ Network with the larger world	
✖ Look ahead	plan short and long term
✖ Develop people	continuously educate and train young and old



VII. SCHOOL AS PREPARER OF CONTRIBUTING CITIZENS

Ways to improve student involvement identified by ACTS Empowerment Seminar

- ✖ give students a vote on the school board.
- ✖ give students more say in school activities e.g. discipline.
- ✖ make it a requirement that a student council representative attend school board meetings.
- ✖ set more requirements for membership on student council, not just popularity.
- ✖ have more stringent rules and enforce them so everyone will work.
- ✖ make sure sponsors are selected in plenty of time.
- ✖ have more involvement with the community.
- ✖ improve adults' skills in leadership and communication.

Reasons why student councils exist from students at ACTS Empowerment Seminar:

- ◆ be a communication tool
- ◆ teach leadership, scholarship and citizenship
- ◆ identify problems
- ◆ solve problems
- ◆ improve attitudes
- ◆ promote democracy
- ◆ help students adjust to school
- ◆ promote good public relations and human relations
- ◆ develop school spirit
- ◆ teach through participation
- ◆ teach self-control
- ◆ help students
- ◆ bring change
- ◆ let student body be heard
- ◆ help students communicate with teachers

School as Preparer of Contributing Citizens: Other Sources

State of Oregon Student Council Book

General purposes:

- ★ promote the general welfare of the school
- ★ foster democracy as a way of life
- ★ teach home, school and community citizenship
- ★ provide school experiences closely related to life experiences
- ★ represent the interests of the student body in the school community
- ★ channel student participation in management of student activities
- ★ provide problem-solving experience
- ★ train in representative democracy
- ★ contribute to educational growth

Specific purposes:

- ★ promote school spirit and morale
- ★ encourage high academic standards
- ★ provide a means for students to express their views
- ★ sponsor social and recreational activities
- ★ conduct its campaigns, elections and installations
- ★ promote desirable behavior
- ★ perpetuate school customs and traditions
- ★ provide leadership training
- ★ develop good relations among students
- ★ raise funds for charitable organizations

Characteristics of exemplary student councils:

- ★ strong support from the school administration
- ★ committed and skilled advisors
- ★ sense of ownership by the students
- ★ vision that leads to meaningful action
- ★ variety of social activities
- ★ effective communication between and among all groups
- ★ credible image
- ★ attention to production and instruction goals
- ★ participative decision-making strategies
- ★ willingness to take risks
- ★ focus on the concerns of students

"Student councils must aim to enrich the lives of students through teaching them that they don't have to be apathetic – that it is possible to be part of the world around them and that they can make change happen." Jim Savard Grants Pass HS

School as Preparer of Contributing Citizens: Other Sources

Oregon Student Council Book:
Ideas for Effective Student Councils

- freshmen orientation ⇨ show new students around the school
- new student orientation ⇨ orient parents and students in the evening
- present goals to school board and faculty
- hold a welcome back assembly
- organize leadership workshops and two day retreats
- speak to community organizations
- food, toy, clothing, blood and other drives for the community
- senior citizens lunch
- attend administrative council meetings
- leadership classes - introductory and advanced
- training conference for newly elected leaders
- annual carnival
- adopt a grandparent to spend three hours a month with an elderly person
- teacher appreciation week
- presentations to school board
- issues forums
- student flyer
- teams - communication, public relations, student recognition, election, environment, curriculum, social, etc.
- hands on projects
- town cleanup and beautification
- scholarship project
- workshops for other students e.g. setting goals, self-management, alcohol and drug abuse, etc.
- representation on the school board
- work with administrators on issues such as trash, lunch hour, etc.
- open forum
- develop good student constitutions

School as Preparer of Contributing Citizens: Other Sources:

TRIBAL AND OTHER GOVERNMENTS

KNOWLEDGE **historical, cultural and political aspects of American Indian citizenship**

- traditional governments
- Indian Citizenship Act of 1924
- federal Indian policy overview
- US Constitution Article 1, Section 8
- Northwest Ordinance 1789
- Indian Removal Act 1830
- 1849 - gold discovered in California
- reservations
- 1871 - Congress abolished treaty making with tribes
- 1887 Indian Allotment Act (Dawes Act)
- 1934 Indian Reorganization Act
- 1953 Termination Resolution
- 1965 War on Poverty - Office of Economic Opportunity
- 1968 Indian Self-Determination and Education Act
- NIEA, NCAI, NISBA, CICSB, NTCA, ACTS, NIYC, UNITY
- tribal governments -
  - general council - Crow , Assiniboine and Sioux, Spokane
  - IRA (90% of 400 recognized tribes chose this) Oglala Sioux, Salish and Kootenai
  - theocracy - Pueblo, Hopi
- reviewing the constitution
- culture
- dual citizenship
- relation of federal, state and tribal governments/tribal sovereignty
- treaties and treaty rights
- land claims
- taxation
- gaming

SKILLS

- ability to solve problems and make changes
- voting responsibly
- effectively fulfill obligations to country, state, tribe, community

ATTITUDES

- work for each other
- stand up for rights

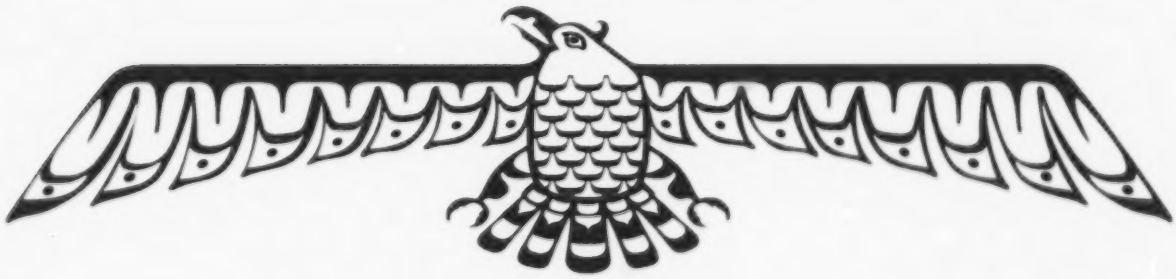
VISION

- of a fair and just society

School as Preparer of Contributing Citizens: Other Sources

DEALING WITH POWER STRUCTURE

- BELIEVE YOU ARE GOING TO WIN
- HAVE FACTS IN ORDER/ANTICIPATE QUESTIONS
- SPEAK TO THE RIGHT PERSON
- ESTABLISH CREDIBILITY/GO FOR WIN-WIN
- STATE COMPLAINT OR IDEA AND TELL WHAT YOU WANT DONE
- MAKE IT CLEAR YOU WILL PURSUE
- GET SPECIFIC PROMISES
- DON'T BE AFRAID TO GET STRONGER OR GO TO NEXT LEVEL
- SET A DEADLINE
- NETWORK



XI. RESOURCES

Close Up Foundation Washington, DC 800-256-7387

- *American Indian Citizenship In Balance* (grades 9-12) 1994

United National Indian Tribal Youth Inc. Oklahoma City, OK

P.O. Box 25042 OKC, OK 73125 405-424-3010 FAX 3018 J. R. Cook

- UNITY Network and National Council, Conference, Regional Training Sessions (leadership, etc.), Earth Ambassadors, HOOPs (learning the basis of starting a business), UNITY News (quarterly newspaper). Youth Councils (Chinle, AZ, San Carlos, AZ, Fort Hall, ID, Cass Lake, MN, Nixon, NV, Santa Fe, NM, Cherokee, NC, Fort Totten, ND, Tahlequah, OK, Agency Village, SD, etc.).

National Association of Secondary School Principals/Division of Student Activities

1904 Association Drive, Reston, VA 22091-1537 800-253-7746
(scholarships, advisors workshops, leadership camps, films, tapes, books, etc.)

- **Leadership Retreats for Middle Level and Senior High School Students**
  Kelly Stevens and Valerie Wright, 73 pp, 1994, $8 #6209403
  (how to put together student leadership retreats)

- **Student Activities for Students At Risk**, Jan D'Onofrio/Ed Klesse, 38 pp, 1994, $7, #6209401
  (focuses on the key role of student activities for at-risk students)

- **Building Leaders for Life**, 258 pp, 1992, $65, #620904.
  (Washington state high school leadership class curriculum guide.)

- **Leadership Designs for Middle Level Students**, 210 pp, 1993, $65, #6209405.
  (Washington state leadership curriculum guide for middle level students.)

- **Leadership Skills and Values** (Series of Videotapes) 30 min. - $40 each
  (tapes include - leadership, volunteers, moral values, communication, planning, etc.)

OTHER

Questions and Answers on Treaty Rights, Honor Our Neighbor's Origins and Rights, Inc. 1993, 2647 N. Stowell Ave., Milwaukee, WI 53211.

American Indian Tribal Governments, Sharon O'Brien, 1989, University of Oklahoma Press, Norman, OK.

Oregon School Study Council, Dec. 1987 BULLETIN VOL 31 NO 4 (on student councils)

American Indian Policy in the Formative Years, PP Prucha, University of Nebraska Press, Lincoln, 1962.

Handbook of Federal Indian Law, UNM Press, 1942.

Federal Indian Law, Cases, Materials, West Publishing, St. Paul, MN, David Getches, Daniel Rosenfelt and Charles Wilkinson, 1979.

Manager As Warrior, Tom Allen, Sinte Gleska University Press, Mission, SD, 1994, $12.95.

XII. REALITY CHECKS

The Seven Lesson School Teacher - John Taylor Gatto

Gatto, a teacher for 26 years and winner of many awards including New York State teacher of the year, tells what he thinks schools really teach.

> "Some form of free-market system in public schooling is the likeliest place to look for answers, a free market system where family schools and small entrepreneurial schools and religious schools and crafts schools and farm schools exist in profusion to compete with government education. The near impossibility of one of these better roads opening up for the shattered families of the poor or the bewildered host camped on the fringes of the urban middle class foretells the disaster of 7-lesson schools is going to grow unless we do something bold and decisive with the mess of government monopoly schooling."

■■■■■■■■■■■■■■■■

1.	**confusion**	everything is taught out of context age segregation unrelating of everything
2.	**class position**	stay in the class where you belong know your place employers will hire based on tests and scores
3.	**indifference**	don't care about anything you do very much bells interrupt everything
4.	**emotional dependency**	surrender to the chain of command right of free speech does not exist stars, smiles, prizes, etc.
5.	**intellectual dependency**	wait for the teacher (expert) to tell you what to do "guaranteed supply of helpless people"
6.	**provisional self-esteem**	self-respect depends on expert opinion no self-evaluation rely on evaluation of certified officials
7.	**you can't hide**	constant surveillance snitch on each other denial of privacy

REALITY CHECKS

Community Scan: Jonathan Kozol *Savage Inequalities* (inner cities)

health problems
exposure to violence
dependence on government
ugliness
high food prices
single parent homes
lack of capital
teen pregnancy
lack of hope
poverty
racial minority
child abuse and neglect
dental problems
cut off from educational developments

Biggest Contributing Causes of Death 1990 / Journal of the American Medical Association

CAUSE	DEATHS
tobacco	400,000
diet/activity patterns	300,000
alcohol	100,000
infection	90,000
toxic agents	60,000
firearms	35,000
sexual behavior	30,000
motor vehicles	25,000
drug abuse	20,000

Reservation Contexts/New Paradigms

problem solving	quality of life/vision
treating sickness	wellness/preventive medicine
IHS	business/insurance
tacky tourism	cultural authenticity
	manufacturing quality handcrafted products
unemployment	reward for parenting
welfare	equitable distribution of resources
bilingual as handicap	language as unity
focus on knowledge	learning to learn/liferole skills
basic skills	holistic liferoles
assessment by tests	comprehensive/performance

SHIFTS AND TRENDS

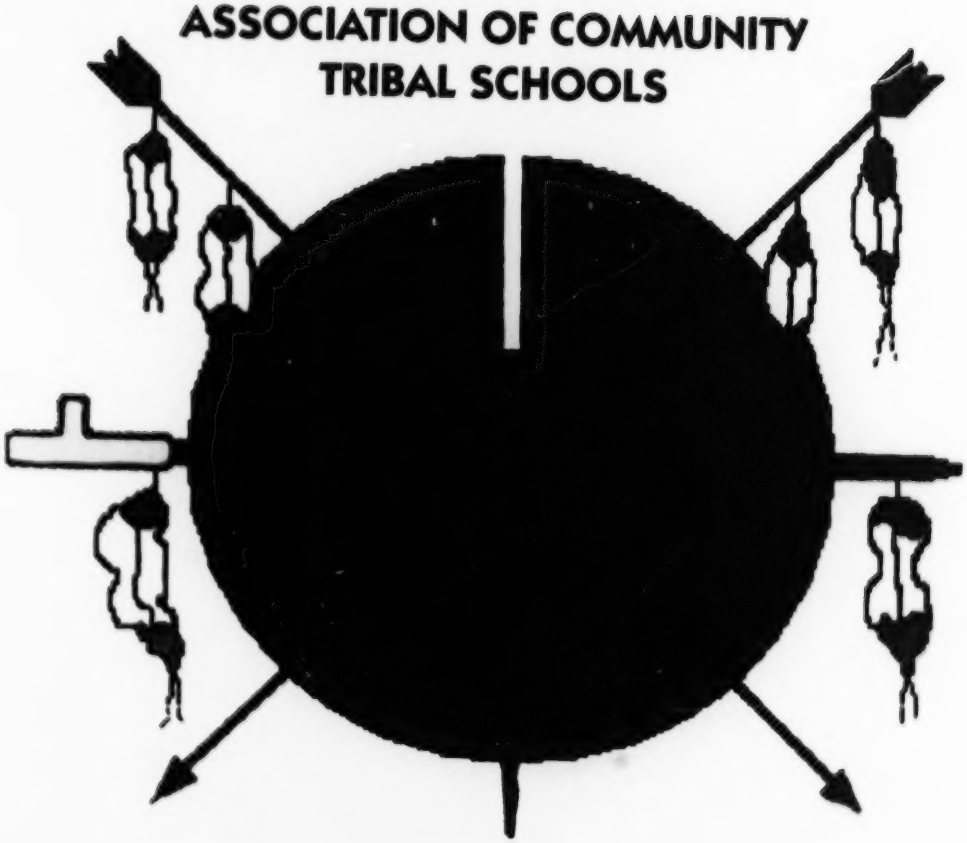
rate of change	change occurring at an ever increasing rate in all aspects
knowledge explosion	knowledge/information is doubling every 1.5 to 2 years
technology	computers, robotics are changing life and business
competition vs cooperation	cooperation is the new means of increasing productivity
quality revolution	increased consumer expectations for quality products/services
robotics	more labor will be done by machines
globalization	world is getting smaller with countries closely tied economically etc.
instant communication	worldwide information every 30 minutes (CNN)
concern for the environment	increasing awareness of the need to preserve our planet
end of the cold war	dissolution of the Soviet Union
new world order	countries making decisions based on beliefs rather than politics
AIDS	by 2000 forty million people will be infected with HIV
cultural diversity	minorities will become the majority in the US
distribution of wealth	rich are getting richer, poor poorer and middle class shrinking
aging of population	longevity and declining birth rates are causing median age to increase
industry to service economy	base is changing to service from industrial
family structure	nuclear family is being replaced by single parent or two working parent families
national debt	US is a debtor nation and is unwilling to create a balanced budget or achieve a balance of payments

PARTICIPANTS:

*	Jessie Feather Senior	Tiospa Zina Tribal School, Sisseton, SD 57262 National Honor Society/President Student Council Computer Science and Math Student of the Year Sisseton Dakota
*	Michelle Dawn Vocu Junior	Little Wound School, Kyle, SD 57752 Honor Roll second grade through high school Vice president of Student Council /Secretary of 4H Oglala Lakota
*	Ryan Bache Senior	Sho-Ban School, Ft. Hall, ID 83203 Captain of the football team/ Runner Senior Class Vice President/ Participated in Close-up Shoshone-Bannock
*	Joseph Sagataw Sophomore	Hannahville Indian School, Wilson, MI 49896 Honor Roll/Basketball/Upward Bound Potawatomi
*	Helen Sagataw Senior	Hannahville Indian School, Wilson, MI 49896 Honor Roll/Student Council President/Yearbook School Paper/Volleyball/Gifted and Talented Potawatomi
*	Marie Eagle Sophomore	Halliday H.S., Halliday, ND 58636 Student Council/Student of the Year 1993/Basketball/FFA Community Peer Leader/Science Fair 1st Place 87,92,93 Mandan-Hidatsa-Arikara
*	Theresa Miller Senior	Takini H.S., Howes, SD 57748 Cheerleader/Volleyball/Cross-country School paper Wichita
*	Melissa Jackson Senior	Navajo Preparatory, Farmington, NM 87401 Close-Up/National Honor Society/Gifted and Talented Student Senate Presidential Candidate/Environment Club Navajo
*	Faye Lynn Cottier Senior	Little Wound School, Kyle, SD 57752 Student Council President/Track/Honor Roll Who's Who In American High School Students/Honor Society Oglala Lakota

ALSO PARTICIPATING : SPONSORS: SUMMER BENALLY, JOE WHITING

ASSOCIATION OF COMMUNITY
TRIBAL SCHOOLS



BEST COPY AVAILABLE